DOCUMENT RESUME

ED 233 649 HE 016 458

TITLE	Exchange, December 1978.
INSTITUTION	Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
PUB DATE	Dec 78
NOTE	7p.; Document may not reproduce clearly.
PUB TYPE	Collected Works -- Serials (022) -- Viewpoints (120) -- Reports - Descriptive (141)
JOURNAL CIT	Exchange; Dec 1978
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Advising; *Consultants; Educational Cooperation; *Faculty Advisers; *Faculty Development; Faculty Evaluation; Higher Education; Information Sources; Interprofessional Relationship; *Student Evaluation of Teacher Performance
IDENTIFIERS	*IDEA Questionnaire

ABSTRACT

Information and articles on faculty advising are presented in this newsletter issue. The first article identifies specific consultation services on academic advising, as well as sources of information on academic advising. Next, in "Measuring Faculty Advisor Effectiveness," Stephen C. Brock describes the Cooperative Project on Advising, which was formed to develop a comprehensive service for colleges and universities to assist them with the improvement of faculty advising of students. The short-range goal of the project was to develop an advisee rating form. Results of pilot-testing the questionnaire for measuring advisor effectiveness are also summarized. In "Faculty Advising: A Part of Faculty Development," Howard C. Kramer identifies nine reasons that advising and faculty development should be linked. It is suggested that a advisor coordinator should be appointed to help advisors. An announcement is included concerning the availability of IDEA Form B, a new version of the IDEA student-rating-of-instruction form with items written at a vocabulary level below that of the standard IDEA questionnaire. (SW)

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December 1978

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General Studies
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In this issue

1. The Center offers services relating to faculty advising of students; the academic "Advising Survey Form" and consultation.

2. Measuring Faculty Advisor Effectiveness; provides background on the "Advising Survey Form".

3. Faculty Advising: A Part of Faculty Development; sketches the role of academic advising in faculty development.

4. IDEA Form B; a new version of the IDEA student-rating-of-instruction form with items written at a vocabulary level below that of the "standard" IDEA questionnaire.

Advising Services

Advising Survey Form

Based on the 1978 pilot project, a revised version of the "Advising Survey Form" will be available from the Center to colleges and universities in 1979 for assisting faculty advisors to gather information on their effectiveness. In order to off-set the costs of the 1979 project, each copy of the revised "Advising Survey Form" ordered will cost 10¢ and 20¢ each for computer processing (includes key punching costs). Each faculty advisor will receive a report showing their advisees' ratings, together with comparison data on advising their school.

Materials should be ordered in time them to be administered so that completed forms can be received by the Center between February 1, 1979 and March 15, 1979. (NOTE: This will be the only time period in 1979 that we can schedule the key-punching, computer processing and reports production from the Advising Survey Forms).

Reports to participating faculty will be sent to each school by April 20, 1979.

For a copy of the 1978 Project Report which includes a copy of the research version of the Advising Survey Form and a sample report to the faculty advisor; together with a sample of the revised Advising Survey Form, write to Steve Brock, Center for Faculty Evaluation and Development, 1627 Anderson Avenue, Manhattan, KS 66502.

More "SERVICES" continued on next page.

Consultation

For institutions seeking consultation assistance on academic advising, two members of the Center's Cooperative Project on Advising are available to assist in the implementation of effective advising services.

THE CONSULTANTS: Howard C. Kramer, Ph.D., is Director of Research and Planning, Division of Campus Life, Cornell University, and Robert E. Gardner, Ph.D., is Director of Advising and Counseling, Division of Basic Studies College of Engineering, Cornell University.

SERVICES: Consultation with college officers or institution representatives, Advising workshop presentations, Advisor/advising assessment.

MATERIALS BY THE CONSULTANTS: Advising by Faculty, NEA Publications, 1977. Available from NEA Order Department, Academic Building, West Haven, CT, 06516, at a cost of $4.50 in paperback.

Managing Faculty Advisors, 1978. This 142-page monograph is available from the authors for $5.00.

CURRENT WORK: a) A preparatory feedback form for advisees, b) Developing training materials for advisor managers on "contracting", c) Using the computer as a means of generating advising materials for advisors, d) Using advising as a means of faculty development, and e) Consulting with colleges and universities on topics such as advisor training, managing advising systems or evaluating advising and advisors.

RECENT CLIENTS: Bloomsburg State College, Broome Community College, Chatam Hall, Dillard University, St. Michaels College, Vance-Granville Community College, Virginia State College.

CONTACT: Dr. Howard C. Kramer
202 Pine Tree Road
Ithaca, NY 14850
Phone: Office 207-256-3815
Home 607-273-7510

or

Dr. Robert E. Gardner
30 Lake Shore Road
Lansing, NY 14882
Phone: Office 607-256-7414
Home 607-533-4206

Measuring Faculty Advisor Effectiveness

Stephen C. Brock

A national climate of enthusiasm for understanding and improving the functions of faculty as student advisors brought together professionals from Cornell University: Dr. Howard Kramer, Director of Planning and Research for the Division of Campus Life, and Dr. Robert Gardner, Director of Advising and Counseling, Division of Basic Studies in the College of Engineering; and Drs. Stephen Brock and William Cashin of the Center. Each of the four is either currently involved in student development and its relationship to faculty advising or has been in the past. Kramer and Gardner have collaborated on a publication, Advising by Faculty, a guide to faculty advisors. Brock and Cashin, for the past three years, have been working with colleges and universities throughout the nation to assist them to implement a data-based approach to instructional improvement based on IDEA, the Center's approach to students' ratings of instruction.

They formed the Cooperative Project on Advising in order to take the first steps toward developing a comprehensive service for colleges and universities to assist them with the improvement of faculty advising of students. Such a service would include the delivery of consulting services provided by Kramer and Gardner, based on their model of advising effectiveness and their model of effective management of advising. The consulting services would be supported by an advisee rating system available from the Center at Kansas State, providing a data base for individual faculty and for those who manage advising systems.

The short range goal of the project was to develop and pilot an advisee rating form which would provide information useful to faculty advisors.

The following four assumptions guided the development of the questionnaire:

1) Advising outcomes are divisible into three major categories: student course selection, career choice and personal problem solving.

2) The most successful information for a faculty advisor would point to specific behaviors of the advisor which relate to these outcomes.

3) Student expectations about faculty advising influences their perceptions of advisor behaviors as well as the outcomes of advising.

4) The aggregate of advisee perceptions of advisor behaviors and the consequences of advising on course selection, career choice and personal problem solving can provide reliable and valid information.

In the spring of 1978, faculty advisors and their advisees at nine colleges participated in the piloting of a questionnaire designed to measure advisor effectiveness and to point to means for improving effectiveness.

How was effectiveness measured? Students were asked to rate the helpfulness of their advisor in three general areas: assistance in course and career planning and personal problem solving. They also responded to questions on the order of: "I have a more accurate view of my academic program", "I feel more competent to make a career choice", etc.

Students were also asked to respond to questions about their advisor's behavior in advising meetings with them, such as: "Summarized my comments", "Checked to see if I understood what he/she was saying", etc. The research goal was to identify advisor behaviors which relate differentially to the outcomes of advising, that is with different impact on advisee course selection and personal problem solving. We believe that if we can help advisors to get a picture of their behavior, and an understanding of the effects of various behaviors on advising effectiveness, then faculty advisors will modify their practice where warranted, and improve the effectiveness of advising.

Analyses of the data for 700 student advisees of 78 faculty advisors suggests the following:

A. Ratings of 10 advisees can provide reliable information (the average corrected correlation for split halves was .69).

B. Advisee ratings appear to be a valid measure of effectiveness. (Ratings of college administrators who manage or coordinate advising systems and ratings of student advisees tend to agree.)

C. Most of the advisor behaviors correlate .60 or higher with advisee ratings of effectiveness in career exploration and course selection. (Behaviors are less related to personal problem solving.)

D. Advisee ratings of success in course selection and career exploration are highly related to ratings of satisfaction with the advisor. Advisee ratings of success in solving personal problems are related less significantly to ratings of satisfaction. (While students' ratings of the helpfulness of the advisor in the solving of advisee personal problems are highly related to their ratings of success in solving such problems, advisees appear to view their faculty advisor more as course and career guide than as therapist.)

E. Student expectations about advising, the sex and year in school of the advisee, and the frequency of the interactions with their advisor do not appear to have a significant impact on advisee ratings of satisfaction or of the effectiveness of advising.

Thus, we are encouraged with these results as they suggest we have begun to identify advisor behaviors which contribute to outcomes of advising. Where we found that most of the behaviors correlate with most of the outcomes, we had hoped to find more discrimination. That is, we had hoped to identify certain behaviors which contribute to course choices but which don't relate to career selection and vice versa. Perhaps the lack of discrimination resulted from the sampling at extremes of effectiveness. We may find in a larger sample, with less variability in advisor effectiveness, that the correlations will not be as high between behaviors and outcomes but that they will be more discriminating.

Based upon the present data, we must also consider the possibility that these behaviors (and probably others) characterize a helpful advising style which has generalized beneficial effects on the array of advising outcomes (career choice, career selection and personal problem solving).

For a copy of the paper from which this synopsis is drawn, write to Steve Brock, Center for Faculty Evaluation and Development, 1627 Anderson Avenue, Manhattan, KS 66502.

Faculty Advising: A Part of Faculty Development

Howard C. Kramer

Advising by faculty may be characterized as a process that provides benefits for the institution, the student and the advisor. Advisor development may be a significant part of a faculty development effort, and will become so if advising is perceived by the institution as a significant activity and if faculty development is a need in the organization.

To organize and supervise advising services, I propose that one person, the coordinator or manager of advising, be appointed. The coordinator is the advisor of advisors, helping them confront, understand and act on issues that will improve their advising service, yet serving as a model, an assistant, an interrogator, a confidante, to facilitate the educational process of learning about self. Thus, the advising coordinator also is a manager or coordinator of faculty development. Helping advisors become advisors is a part of a larger faculty development effort.

Why should we consider such a proposal? Why should advising and development of faculty be linked?

1. Because improvement in one sphere of faculty competence may affect the quality of work in another sphere.

2. Because teaching and advising make demands on the whole personality of the instructor. For significant change to occur, emotions as well as intellects must be engaged.

3. Because change requires a challenge to a person's habits, it must be strong enough to stimulate new forms of behavior without overwhelming the person.

4. Students, administration, and faculty will likely support efforts to provide comprehensive and competent advising assistance.

5. Because, although important, advising is not the major work responsibility of the faculty member -- thus efforts to discuss, change, improve or evaluate advising may be less threatening than similar efforts in areas of teaching, research or other forms of service.

6. Because there may be differences between a person's espoused theory of behavior and actual behavior.

7. Because, motivation to change is insufficient. Evidence suggests that motivation without help is less likely to result in significant change than if some assistance is provided.

8. Because, although teaching and learning are individual activities, they occur within a social context. In other words, by working with the advising system, the coordinator may help individuals with change, and help with institutional change.

9. Because of recent research on adult development. We should consider linking advising and development because recent research on adults have begun to show that complex and life-altering growth is a natural occurrence for adults. Adults may provide sensitive and helpful assistance to the development of adolescents in direct relation to the understanding they have of their own growth and development. Here again, the advising coordinator attempts to assist persons, in this case advisors, learn and cope with the developments that arise in their own lives.

How does one go about such a task? How can advising serve such a purpose?

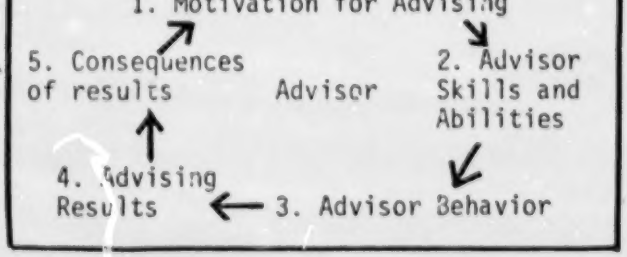
By having someone who can deal directly, personally, and confidentially with the advisor.

I propose that an advisor coordinator be appointed to fulfill these responsibilities. Much of what this person would do concerns interaction with individual advisors.

The coordinator could interact with the advisor about advisor perceptions or behavior in categories described in Figure 1.

Figure 1

Coordinator Intervention Cycle



Some questions, illustrative of this exchange between coordinator and advisor are found in Figure 2.

Figure 2

1. How is advising defined?
2. What does advisor do?
3. Why does advisor choose this action?
4. What results are achieved?
5. What, if anything, does the advisor desire to change?
6. What assistance does advisor require?
7. What are the consequences for the advisor? the advisee? the coordinator?

A program of faculty development concentrating on improved advising competence may be considered:

1. When providing or improving advising is seen as important,

2. When development of faculty as resources of the institution is perceived as a sound investment for the future.

3. When senior officials provide adequate financial support for such programs,

4. When senior officials are willing to deal with the effects of increased resentment and resistance that such programs are likely to generate, and

5. When pressures on the institution indicate that not to undertake such efforts is to weaken or compromise the mission of the institution.

References

Gaff, Jerry G. Toward Faculty Renewal, San Francisco: Jossey-Bass, 1975.

Kramer, H. C., & Gardner, R. E. Advising by Faculty, Washington, D. C.: NEA Publications, 1977.

Kramer, H. C., & Gardner, R. E., Managing Faculty Advising. Unpublished Monograph, Ithaca, New York. Available from the authors.

IDEA Form B

A modified version of the IDEA Survey Form is now available. The distinctive characteristics of the IDEA system are 1) students are asked to rate their progress on course goals, and teachers are evaluated according to their students' progress on the instructor's important goals, and 2) comparisons are made between courses of similar size and level of students' motivation (variables found to have significant effects on students' progress ratings). Finally, if the students are not achieving the instructor's goals, IDEA can point to specific teaching methods which could increase student achievement.

On Form B, some of the questions from the original Survey Form are worded at a lower vocabulary level. Form B was developed in response to faculty concerned that students in open-enrollment courses might have difficulty with some of the vocabulary on the "standard form".

A brochure describing Form B may be obtained from the Center. The brochure contains a copy of Form B, a brief explanation of how it was developed, and a summary table presenting the data used to choose the new items.

Individuals wishing a copy of this descriptive brochure, which is free, should write to:

Form B
Center for Faculty Evaluation
and Development in Higher
Education
1627 Anderson Avenue
Manhattan, KS 66502